

**IMPROVING STUDENTS' VOCABULARY THROUGH WORD
WEBBING TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF
SMPN 8 PALOPO**



THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teachers Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd. Degree in English Study Program*

ASHAR

Reg. Number 15.0202.0064

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Supervised By:

1. AmaliaYahya S.E.,M.Hum

2. A. TenrisannaSyam S.Pd.,M.Pd

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2019

THESIS APPROVAL

This thesis, entitled "Improving Students' Vocabulary Through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo" written by Ashar, Reg. Number 15.0202.0064, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday, September 20th 2019 M, coincided with Muharram 20th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 20th 2019
Muharram 20th 1441 H

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- | | | |
|--------------------------------------|---------------|---------|
| 1. Amalia Yahya, S.E., M.Hum | Chairman | (.....) |
| 2. Muhammad Iksan, M.Pd | Secretary | (.....) |
| 3. Wahibah, S.Ag., M.Hum | Examiner I | (.....) |
| 4. Dr. Magfirah Thayyib, S.S., M.Hum | Examiner II | (.....) |
| 5. Amalia Yahya, S.E., M.Hum | Consultant I | (.....) |
| 6. A. Tenrisanna Syam, S.Pd., M.Pd | Consultant II | (.....) |

Approved by:

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIR 19691104 199403 1 004

The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nordin K., M.Pd.
NIR 19691131 199903 1 014

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I have been signature below:

Name : Ashar
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Study program : English Language Teaching
Faculty : Tarbiyah and Teachers Training

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Ashar

Reg. Num. 15 0202 0064

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Thesis Entitled : Improving Students' Vocabulary through Word Webbing
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Palopo.

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Name : Ashar

Reg. Number : 15.0202.0064

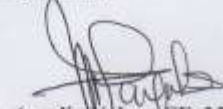
Faculty : Tarbiyah and Teacher Training

Study Program : English

Has been corrected and approved to be examined.

Palopo, 9th September 2019

Consultant I



Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

Consultant II



A. Tenrisanur Syam, S. Pd., M. Pd
NIP. 19860423 201503 2 005

EXAMINER APPROVAL

Thesis Entitled : Improving Students' Vocabulary through Word
Webbing Technique at the Eighth Grade Students
of SMPN 8 Palopo.

Written By :

Name : ASHAR

Reg. Number : 15.0202.0064

Faculty : Tarbiyah and Teachers Training

Study Program : English

Has been corrected and approved to be examined.

Palopo, 16th September 2019

Examiner I



Wahibah, S.Ag., M.Hum
NIP. 19690504 200312 1 002

Examiner II



Dr. Magfirah Thavvib, S.S., M.Hum
NIP. 19850719 201801 2 001

NOTA DINAS PEMBIMBING

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

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Setelah melakukan bimbingan skripsi baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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NIM : 15.0202.0064

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Pendidikan Bahasa Inggris

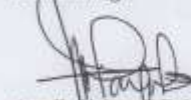
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Palopo, 9th September 2019

Pembimbing I



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

NOTA DINAS PEMBIMBING

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Setelah melakukan bimbingan skripsi baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : ASHAR

NIM : 15.0202.0064

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Pendidikan Bahasa Inggris

Judul Skripsi : *"Improving Students' Vocabulary through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo"*

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Wassalamu'alaikum Wr. Wb.

Palopo, 9th September 2019

Pembimbing II



Andi Tenrisanna Syam, S.Pd., M.Pd
NIP. 19860423 201503 2 005

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The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the teaching-learning of vocabulary. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the reader to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher prays to the God, Allah SWT gives regard to all of the people who help helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. Allah SWT may bless us.

Palopo, 9th September 2019

The Researcher



Ashar
Nim : 15 0202 0064

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ABSTRACT

Ashar, 2019. Improving Students' Vocabulary Skill through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo. Thesis, Tarbiyah Department. Consultant (1) Amalia Yahya, S.E.,M.Hum, (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

Key Words: Improve Vocabulary, Word Webbing Technique, Quasi Experimental Design

The researcher focused on the use of Word Webbing Technique to improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The research question of this research was does the use of word webbing technique improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The objective of this research was to find out whether or not the use of word webbing technique improves students' vocabulary at the eighth grade students of SMPN 8 Palopo.

This research applied quasi-experimental. The population of this research was the eighth grade students of SMPN 8 Palopo. The number of population was 279 students. The sample was class VIII 4 consisted of 31 students as experimental class and class VIII 5 consisted of 31 students as control class. The sampling technique in this research was purposive sampling. The instrument of the research was vocabulary test. The researcher gave pretest and posttest to the students. The data analyzed by using SPSS 20.

The finding of this researcher showed that the use Word Webbing Technique improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The students' result of the mean score in the pretest of experimental class was lowest than the mean score in the posttest ($51.61 < 72.77$). The researcher found that the p Value was 0.00 than the alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). Meanwhile, the mean score of the students' in pretest of control class was lowest than the mean score in posttest ($51.74 < 53.41$). It means that the mean score of posttest in experiment class is better than the mean score of posttest in control class ($72.77 > 53.41$). The researcher concluded that the use word webbing technique can improve the students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a component from language material in learning English. Through vocabulary we can express ideas, emotions, and desires effectively and efficiently. So vocabulary is very important to be mastered because by learning vocabularies students can be easy to communicate each other. Vocabulary is most important component language because affects the four language skill, namely listening, speaking, reading and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹

The students sometimes face some problems in learning English as foreign language. Consequently, the teacher should be creative and become a good model in teaching English for their students. Teaching students is different from teaching adults. We must have extra power to teach them, because the students have certain characteristic and need certain treatment.

Based on the pre-observation, the researcher found that there are many students still lack of vocabulary, it is difficult for them to understand the subject matter. Basically, there are many strategies and ways to improve the vocabulary of students to make students easier to understand and enjoy the materials from the teacher. Where strategy is a series of activity plans that include the use of methods

¹Marianne Celce Murcia, *Teaching English as a Second Foreign Language*, (USA: Heinle & Heinle, 2001), p 185.

and the utilization of various resources or strengths in a lesson that is structured to achieve a certain goal, however the research wants to improve the students' vocabulary through Word Webbing Technique because it can make students easy to learn the vocabulary and motivate them in learning process.

Word Webbing Technique is a way to help the students to think more creative to associate idea or word more easily. Word Webbing is a kind of graphic organizer that according to Pierson, Cerutti, and Swab (2006) is appropriate for developing and reviewing vocabulary. Kagan (2001), states that Word Webbing is a graphical way of organizing words that make connections between similar words or ideas which are known by various names, including clustering and web maps.²

This technique is appropriate to be applied in learning for students of Junior High School especially in SMPN 8 Palopo because many students less understand and mastered of vocabulary. The researcher believes that the problems are influenced by many factors such as no motivation, lazy to memorize, seldom to practice or students do not know what they want to say. But in this case through Word Webbing Technique, the students are involved in learning class activity and teaching is more focused, so the learning process will be meaningful for them. In teaching vocabulary through Word Webbing Technique, the students are expected to be able to expand idea or words. The researcher believes that students can

² Maryam Reisi, Andisheh Saniei, 2016. "*The Contribution of Word Webbing to Project based Learning in Teaching Vocabulary*"
<http://www.academypublication.com/ojs/index.php/jltr/article/download/jltr070611901197/953>,
 Accessed on 9 May 2019

improve vocabulary through word webbing technique, especially in learning vocabulary.

Based on the description above, the researcher applied one technique in motivating the spirit of students in teaching English vocabulary, that is word webbing technique. The purpose is to make the material more interesting and enjoyable. The researcher believes that students can improve vocabulary through word webbing technique. Therefore, the researcher is interested in doing research entitled “Improving Students’ Vocabulary Through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo”.

B. Problem Statement

Based on the background above, the researcher formulates the problem:

Does the use of Word Webbing Technique improve students’ vocabulary at the eighth grade students of SMPN 8 Palopo?

C. Objective of the Research

Based on the problem statement above, the objectives of the research is to find out whether or not the use of Word Webbing Technique improves students’ vocabulary at the eighth grade students of SMPN 8 Palopo.

D. Significances of the Research

This study gives some contributions for the improvement of the English language teaching and learning. The benefits are:

1. It enables teachers to get information and to select a suitable technique in teaching vocabulary at Junior High School. Where it is an important thing for the teachers to develop their technique in classroom in order to make the students interested in the subject.
2. It gives spirit and knowledge for students, they can be fun and interest in learning vocabulary. The students will not feel bored in learning vocabulary but they will feel happy to learn since they are put in an enjoyable situation.
3. It enables other researcher to get reference about the implementation of Word Webbing Technique to improve students' vocabulary.

E. Scope of the Research

The scope of research is focused on the use of Word Webbing Technique improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The researcher taught noun, adjective, and verb. The students are hoped to master 25 nouns, 25 adjectives, and 25 verbs. This research is under applied English language teaching.

F. Definition of Terms

To get general understanding about the title, the researcher will explain as follows;

1. Vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.³
2. Word Webbing is a working simultaneously on a piece of chart paper, students write words which are important in the topic being studied, and make drawings which illustrate main concepts and their supporting elements. Before implementing word webbing, students should have had numerous opportunities to web as a teacher directed activity.⁴

³ Hatch and Brown, 1995:1.

https://www.academia.edu/6086481/Definition_of_vocabulary, Accesed on 17 July 2019

⁴ Wiesendanger, Katherine D. and Lois bader. Reading horizons. Western Michigan University.1997

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There were some researcher about the improving vocabulary;

Agustini and Sianipar (2012), in her research entitled of Improving Students' Vocabulary Achievement through Word Webbing Technique. The objective of the study is to discover whether the use of word webbing technique could significantly improving students' vocabulary. This study conduct by applying Classroom Action Research which was carried out in two cycles in six meetings. The subject of this study of SMPN 4 Takengon, Aceh Tengah which consisted of 40 students. The quantitative data were collected by using observation sheet, questionnaire sheet and diary field. Based on the vocabulary test score, students' score kept improving in every test. The mean of students' score cycle (80) was higher than the fist cycle (67,75) and orientation test (55,25). Based on observation sheet, questionnaire sheet and diary field, it was found that teaching learning process ran well. The students were more active and more enthusiastic during the teaching learning process in the second cycle than the first one. The result of the research showed that is use of word webbing technique significantly improving students' vocabulary.⁵ The researcher above is the same with the

⁵Irma Agustini and Yunita Agnes Sianipar, 2012, "*Improving Students' Vocabulary Achievement through Word Webbing Technique*", <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/viewFile/734/546>, Accessed on 9 May 2019

research in the case of focusing in improve students' vocabulary skill through word webbing technique and the different between her researches with the research are the research above applied classroom action research while this research applies quasi experimental and then the research above conducted in SMPN 4 Takengon while the research conducted in SMPN 8 Palopo.

Manik (2013), in her research entitled *The Use of Word Webbing Technique for Vocabulary Achievement of Husbandry English Class*. He used classroom action research which is aimed to find out whether word webbing technique to see the improvement of students' in English vocabulary. He stated that teaching vocabulary through word webbing technique is a way to help the students to think more creative to associate idea or words more easily. Word webbing is a mind mapping of words, which is formed by webs and links. The subject of this study is the students of Husbandry department of Nommensen University Medan. There are 22 students in a class held on odd semester in 2011. The result is word webbing technique is significantly improved students' vocabulary achievement.⁶ The researcher above is the same with the research in the case of focusing in improve students' vocabulary skill through word webbing technique and the different between his researches with the research are the research above applied classroom action research while this research applies quasi experimental and then the research above conducted in students of Husbandry department of Nommensen University Medan while the research conducted in SMPN 8 Palopo.

⁶ Sondang Manik, (2013), "*The Use of Word Webbing Technique for Vocabulary Achievement of Husbandry English Class*", <http://akademik.uhn.ac.id>, Accessed on 9 May 2019

Nasution (2015), in her research entitled of The Effect of using Word Webbing Technique on Students' Vocabulary Achievement. It was conducted by using experimental research design. The population of this research was grade XIII students of SMP Negeri 27 Medan by divided into two group, namely experimental group and control group. The experimental group was taught by using word webbing technique. The instruments that used to collect the data was multiple choice test. After the data were analyzed, it was found that the value of t-observed was 3.125 with the degree of freedom (df) = 38 at the level of significance 0,05. It means that t-observed was higher that t-table ($3.152 > 2.024$). The result of this study showed that teaching vocabulary by using word webbing technique was higher that by using lecturing method. It implied that word webbing technique is appropriate to be applied for vocabulary.⁷ The researcher above is the same with the research in the case of focusing in improve students' vocabulary skill through word webbing technique and the different between her researches with the research are the research above applied experimental research design while this research applies quasi experimental and then the research above conducted of SMPN 27 Medan while the research conducted in SMPN 8 Palopo.

Those researchers above are the same with this research in the case of focusing on vocabulary skill on the students. It is the same with researcher namely how to improve vocabulary skill of students and then the different from the result the previous study is the subjects and the types of research.

⁷Angrayni Dian Novia Nasution, 2015, "*The Effect of using Word Webbing Technique on Students' Vocabulary Achievement*", <http://digilib.unimed.ac.id/16084/7/2101121003%20ABSTRACT.pdf>, Accessed on 12 May 2019

B. Vocabulary

1. The Definiton of Vocabulary

Vocabulary have certainly found in every aspect of language. The importance of vocabulary can influence learning activity. Vocabulary can help learner to express their ideas and information. Without vocabulary, learner can not understand about the information that they learnt. In other words, learner should have large vocabulary in order to do well for their competencies.

According to Bauer (1998), stated that vocabulary is about words with the origin, alteration, and relationship to other words so that people used in a language on the world.⁸ It means that vocabulary is the collection of words that used by person to express something.

According to Richards and Renandya (2002), stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.⁹ It means that the first thing we have to learn English is we have to mastery the vocabulary because with vocabulary we can learn language skill easier and will be useful for the process of achieving language teaching objectives in the other word. Vocabulary is the important subject in language learning, if we lack vocabulary will face a lot of problems.

⁸ Laurie Bauer. *Vocabulary*. (USA: Routledge, 1998). p. viii.

⁹ Jack C. Richards and Willy A Renandya.. *Methodology in Language Teaching, An Anthology of Current Pactice*. (NewYork: Cambridge University Press, 2002), p. 225.

Schmitt (2000), also stated that we must consider what we meant by vocabulary. Therefore, it can be concluded that vocabulary not only contains list of words but also contains all information about using word and it also contains meaning of words so that it will be used by people to communicate to exprees their ideas.¹⁰

From the definition of Vocabulary above, the researcher concludes that vocabulary is a collection of words used for foreign languages. Vocabulary should be taught especially for foreign language teaching and learning activity, because if students have enough vocabulary they can communicate in the foreign language and easier to master new language. Mastering new language is not easy because some aspects of language are not easy to learn, it is impossible to learn a new language without mastering vocabulary.

2. The Kind of Vocabulary

There are many kinds of vocabulary in English, namely :

a. Based on the characteristics of words

Accoding to Gairns and Redman (1986), vocabulary divided into kinds:

- 1) Active vocabulary : refers to put items which the learners can use appropriantely in speaking and writting. Active vocabulary is also called as a productive vocabulary.

¹⁰ Norbert Schmitt, *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press, 2000), p. 1.

- 2) Passive vocabulary : refers to language items that can be recognized and understood in the context of reading and listening. It also called as receptive vocabulary.¹¹

Active vocabularies are vocabularies or the words that we use in speaking and writing, two of language skills. These vocabularies are often called as productive vocabularies because vocabulary is a foundation need of language, we can say by good pronunciation in order that our rival can understand what we mean. In case of writing we have to write by good letter in order to avoid misunderstanding from readers. To use the active vocabulary or productive vocabulary we know and be able to use grammar of the target language, we are hoped to familiar with collocation and understand the connotation meaning of the words too. This vocabulary is more prominent in the first level of a course.

Passive vocabulary is vocabulary use in two kinds of language skill that is reading and listening. Passive vocabulary refers to language items that can be recognized and understand in the context of reading and listening and also called as receptive vocabulary. Passive vocabulary is more useful when the student in higher level of study such as intermediate level or advanced level.

b. Based on its form and function

According to John in his book *assessing vocabulary*, he mentioned two kinds of vocabulary based on its form and function, they are :

¹¹ Ruth Grains and Stuart Redman, *Working with Words a Guide to Teaching and Learning*, (New York : Cambridge University Press, 1986).p.65

1) Function words : These are the words, which only have a full meaning when they are integrated with other word. It includes, preposition, conjunction, auxiliaries, determiner, and interjection. The examples of them are :

a. Preposition

on the table, in my room, at mosque, etc.

b. Conjunction

and, but, however, then, after, before, eventhough, etc.

c. Interjection

oh, ya, by the way, etc.

d. Determiner

a, an, all, the, my, etc.

e. Auxiliaries, there are two kinds of auxiliary.

1. Primary auxiliary

be, do, and have

2. Modal auxiliary

can, could, would, will, may, might, shall, should, must, and
ought to

2) Content words : These are the words, which have a full meaning and provide link within sentences. It includes noun, verb, adjective, and adverb. Some examples of them are :

a. Noun

book, john, teacher, beach, handphone, etc.

b. Verb

drink, eat, go, watch, visit, etc

c. Adjective

beautiful, handsome, high, low, pretty, bored, etc

d. Adverb

above, bravely, now, later, here, always, probably, very, etc.

c. Used for communication

S.H. Button and J. A. Humphries in A.M Zainuri, there are two kinds of vocabulary used by the people for communication, namely :

1) General vocabulary : it is of the words used in general. There is no limited of fields or users, terms general that the writer means is general in meaning and using.

2) Special vocabulary : it is used in certain field, job, profession or special science. For example ; politicians, journalist, and lawyers.¹²

So, no metter how many experts classify vocabulary, words are a part of language elements or language tools of communication which are used by the people.

3. Teaching Vocabulary

a. Aspect in Teaching Vocabulary

Vocabulary items are seen in their central role in contextualized, meaningful language. Learners are guided in specifyc ways to internalize

¹² A.M Zainuri, *Vocabulary 1* (Jakarta : English Department, 2003),p.1

these important components in language. In teaching vocabulary, a teacher should consider some techniques as follows :

- 1) Selection of words should be based on usefulness of the students.
- 2) If there is no special purpose, introduce variety of areas, types and styles.
- 3) The new words should be introduced in contexts.
- 4) The teaching vocabulary can be integrated to the teaching of reading.¹³

b. The Principles in Teaching and Learning Vocabulary

Some techniques in presenting vocabulary can be used to explain the meaning of words and the way in teaching vocabulary will depend much on individual characteristics. But the teachers have to determine the best techniques to teach of explain the meaning of words to the learners. Teaching vocabulary to student seems to be the simplest thing to do. In fact, it requires more than translating some words from one language to another. Students need something fun and easy to access the vocabulary quickly when it is required for use. In this section, some techniques to teaching and learning vocabulary are offered to facilitate students need in accessing vocabulary.

According to Harmer, there are seven techniques in presenting vocabulary :

¹³ Fachrurrazy, *Teaching English language Skill and Component*, (Malang: IKIP Malang, 1993), p.20

- 1) Realia : One way of presenting words is to bring the thing they represent into the classroom by bringing “realia” into the room. Word like postcard, pen, ball, etc.
- 2) Picture : Picture can be used to explain the meaning of vocabulary items : the teachers can bring a pictures or draw things on the board.
- 3) Mime, action, and gesture : It is often impossible to explain the meaning of words and grammar either through the use of realia or picture.
- 4) Contrast : We saw how words exist because of their sense relations and this can be used to teach meaning.
- 5) Enumeration : We can use this to present meaning. We can say ‘clothes’ and explain this by enumerating or listing various items.
- 6) Explanation : Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels.
- 7) Translation : Translation is a quick and easy way to present the meaning of words but it is not without problems.¹⁴

Simply teaching vocabulary done for 4 steps according to Gerlach Ely in her book. Those are :

- a. Introduction : Teacher recognizes new vocabulary with clearly and good pronunciation. Use picture or real thing in the learning class.
- b. Modeling : Teacher gives an example by doing as model.
- c. Practicing : Teacher trains the students to imitate and practice.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching New Edition*, (London : Longman, 1991),p.161-162

- d. Applying : Students apply vocabulary in learning speaking, writing, etc.¹⁵

4. Principle of Learning Vocabulary

The main principle teaching and learning vocabulary as follows:

a. Aims

In teaching vocabulary, we have to be clear about our aims, how many vocabularies listed, we expect as learners to be able to do. It is not clear at this point, it will difficult to assess how successful the vocabulary learning has been attained.

b. Quantity

Quantity had decided on what involved in vocabulary learning, we might decide on the quantity of vocabulary learning, we may decide on the quantity of vocabulary to be taught the number of new words that students can learn. If we expect that words will be taught become part of the students active vocabulary put the number of words as low as round “five to seven” new word than clearly the actual number will depend on a number of factors varying from class and learning.

c. Need

In most cases the choice of vocabulary taught student, the teacher in choosing the vocabulary that is going to be taught will relate to the aims of course and the objective of individual lessons. It is also possible for the teachers, in a sense to put the responsible of choosing the

¹⁵Geriach Ely, *The strategy of Learning Process*, (Medan :2009), p.14

vocabulary to be taught of the students. in order words, they need using the words as the information.

d. Frequent Expose and repetition

In teaching and learning vocabulary, has to be certain amount of reposition until there is evidence that the student have learned the target words. The simple way that checking the learning has been done is seeing whether the students can recognize the target words and identity the meaning. If the words have to be parts of the student productive vocabulary. The must be given an opportunity to use them, as often necessary for them to recall the word at all, with the correct spelling, and pronunciation and identify the meaning.

e. Meaning presentation

In presentation vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers. This requires that word presented in such a way their denotation references are perfect and unambiguous.

f. Situation presentation

The word presented are appropriated to the student' situation with a favorable condition, enough time consuming and conviont method, the student will automatically succeed in learning vocabulary.

g. Presentation in context

Words very seldom occur in isolation is important for the students to know the usual collocation that word a occur in. So from the beginning

the words must appear in its natural environment as it word among the words, naturally collocates with. Collocation are word, which are commonly associated.

h. Learning of vocabulary in mother tongue and target language.

In teaching the word of the target language, teachers can use words of mother tongue as tool to compare and similarity and differentiate words.

i. Guessing procedure in vocabulary learning

Based on the explanation above, the writer conclude that in teaching vocabulary we have to be clear about our aims, and if we teach about new words, the quantity had on what involved in learning vocabulary. In choice of vocabulary through the students, the teacher must to put the responsible of choosing the vocabulary to be taught to the student. So the students can use it as information.¹⁶

In teaching and learning vocabulary, the amounts of the target must have learned by students. the students also have an opportunity in use the words. However the student must have a clear a specific understanding of what word denotes. Moreover, the words presented are appropriated to the students' situation with a favorable condition. So from beginning the words must appear in its natural environment.

Some principles by Paul Nation in teaching vocabulary that should be considered by teachers.

1. Give clear and simple explanations

¹⁶ Michel, Walase, *Teaching Vocabulary ELBS*, New York, Oxford University 1989),p.21

2. Use the past knowledge or students experience and relate it to present teaching by drawing patterns or analogies.
3. Present the words by oral and written then write it in the blackboard.
4. Give most attention to words that are already partly known.
5. Tell the students if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set¹⁷.

C. The Concept of Word Webbing Technique

1. Definition of Word Webbing Technique

Word webbing is a term, which is designed to show how key words or target are related to another through graphic representations. Word webbing technique is a way to help the students to think more creative to associate idea or words more easily. Word webbing is a mind mapping of words, which is formed by webs and links.

According to Kagan (2001) : word webbing is “Graphic organizing techniques that build connections between similar words or ideas are referred to by a variety of names, including “clustering” and “web maps”. Webbing

¹⁷ Paul, Nation, *Teaching Vocabulary*, Asian EFL Journal, p. 2.

works best to show a lot of words or ideas and keep them loosely connected, such as when you are brainstorming ideas in a planning meeting”.¹⁸

Wiesendanger (1992), word webbing is a working simultaneously on a piece of chart paper, students write words which are important in the topic being studied, and make drawings which illustrate main concepts and their supporting elements. Before implementing word webbing, students should have had numerous opportunities to web as a teacher directed activity.¹⁹

M. Stone (2007), argues that word webbing is a tool in concept development and information exchange. By using it, the students are motivated to be creative because they are free to create new ideas and put in on the piece of paper and become a writing product. Word webbing also helps the students to be free to use their background knowledge which can be related with the topic that they want to write. Moreover, the students can make list of words to the topic, then organize them in graphic, identify the relationship by drawing lines to represent the connections. By exploring the topic that they are familiar with the students can be driven to develop vocabulary because this technique is more visual.²⁰

From some theories about word webbing is one of the technique can improve vocabulary, the researcher stated word webbing is learning designed

¹⁸ Kagan, S. (2001). *Planning guides and teaching technique plus activities and projector working*. Retrieved in May 2019 from www.youthlearn.org/learning/teaching/webbing.html.

¹⁹ Wiesendanger, Katherine D. and Lois bader. *Reading horizons*. Western Michigan University.1997

²⁰ M Stone, Jeanne. *Cooperative Learning Reading Activities*. Australian: Hawker Brownlow Education.2007.

based on certain topic such as giving a topic to students then students write vocabulary contained in the topic being studied, and make drawings which illustrate main concepts and their supporting elements, this technique can be used to expand idea or words. This technique is helpful for the students who want or like to expand their ideas or words, especially in learning vocabulary. From the keyword given, the students make their own word which is related to the keyword. Students first put an interest topic in the center circle of the map/web. Then the students brainstorm what words are related to the topic. Students draw line or branches from the topic and write everything words related to the topic. Each line consists of one word that related to the topic and then circle. Word webbing technique makes students easy in learning vocabulary and improves their vocabulary.

2. The Structure of Word Webbing

Webbing works well for coming up with ideas quickly or develops words. The first stage of the webbing decides a topic and puts it in the center then circles it. Next, write another word, circle again and draw a line between them. It is clear that webbing works easily.

The stage of webbing is described below:

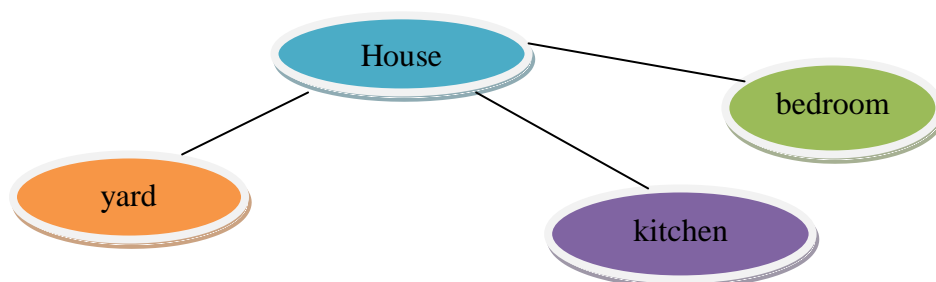


Figure 2.1. : Word webbing with two levels

The word webbing above is webbing with two levels. The using of different color is very useful to easy understand. After this stage, adding the level can develop webbing. The following is webbing three levels:

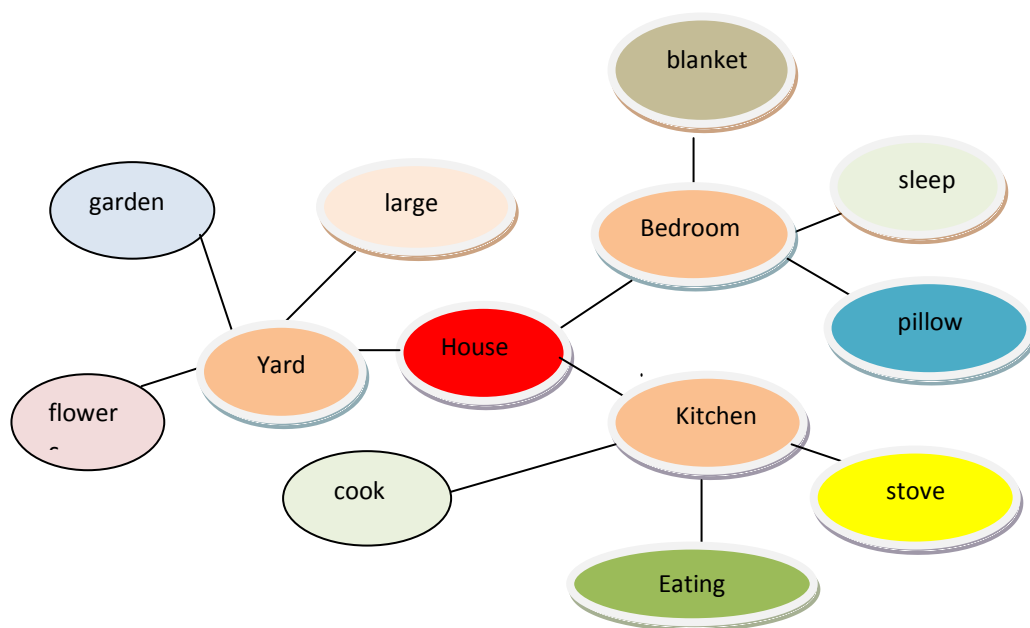


Figure 2.2. ; The stage of word webbing with three levels

From the figure 2, by using word webbing technique, the students can develop their idea or their vocabulary based on their knowledge. It can be explained that webbing shows relationship among the words. From the keyword “house”, students can mention and write many word which are related to the keyword and then circle. The webbing is webbing with three levels. The first level is word of yard with the others words in around the word “yard” (flowers, garden and large), the second level is bedroom with others words in around the word “bedroom” (blanket, sleep and pillow) and

the third level is kitchen with the others words in around the word “kitchen” (cook, eating utensil, and stove).²¹

3. Teaching Vocabulary through Word Webbing Technique

Teaching is guiding and facilitating learning, enabling the learner to learn, setting to conditions for learning. The aims of teaching vocabulary are to help the students learn foreign languages and to help them write more effective.

Almost students feel difficult in mastering vocabulary because it is very hard for them to memorize a long list of words. Thus, it is very important to choose learning strategy or technique which can make them more enjoyable and more comfortable in the process of learning English. One of the interesting and enjoyable techniques is Word Webbing.

Word webbing is a good technique in teaching vocabulary. In learning process, teacher will introduce the category of words or give the topic, for example house. Then, teacher suggests students to use the word category or topic as keyword and ask them to write the word in center and circle that represent the keyword. Then student write another word, circle again and draw a line between them from the keyword. Each line consists of one word that related to “house” such as bedroom, kitchen and yard. By using this word webbing, students are hoped to find their own new words that related to keyword.

²¹ Sondang Manik, (2013), *“The Use of Word Webbing Technique for Vocabulary Achievement of Husbandry English Class”*, <http://akademik.uhn.ac.id>, Accessed on 9 May 2019

There are some steps that the teacher should carry out in the classroom in teaching vocabulary by using word webbing.

- 1) Students are asked to gather around and make a circle form.
- 2) Teacher asks students to think about a topic. Many topics are mentioned by them and the teacher chooses one of them. For example “cats”.
- 3) After that teacher makes the students warmed-up. Ask them what they know about cats.
- 4) The students mention everything about cats include the habitual of cats. This activity makes students to think more and build their idea.
- 5) Then teacher writes “cat” in center of board and then circle it.
- 6) Teacher asks students to think more about “cat”, the students who answer is asked to write his word around the word ”cat” then circle it.
- 7) Teacher asks another student to draw a line between the words on the board. After that teacher tells them that line means the relationship of the words.
- 8) Teacher asks for more suggestion from the class until the students have seen enough to get the idea.
- 9) The next activity is the time for each students to make his/her own web maps.
- 10) To make them able to use this technique, the teacher just makes webbing with three levels.²²

²² Ummi Kalsum, 2017, “*Using Team Word Webbing to Increase the first grade Students’ Vocabulary at MTSN Binamu Jeneponto*”, <http://repositori.uin-alauddin.ac.id/5429/1/Ummi%20Kalsum.pdf>, Accessed on 9 May 2019

4. Advantages and Disadvantages of Word Webbing Technique

In teaching vocabulary, especially in using words by theme we can find some advantages and disadvantages as follows :

a. Advantages :

Team word webbing has advantages in teaching learning. The general advantage of word webbing is to motivate students and to make students interacting with other students because students has to work together doing activities. Word webbing has several advantages.

b. Disadvantage :

Word webbing technique has a disadvantage in learning English. Word webbing technique is monotone. In word webbing technique, sometimes not all students can be participant to work a task.

D. Conceptual Framework

Vocabulary is an element that support English language component skills. If the students have more vocabulary, it will make them easily in express their idea, feeling, emotion, etc. It means that vocabulary mastery is very important in process of teaching and learning English. The Conceptual Framework is as follows:

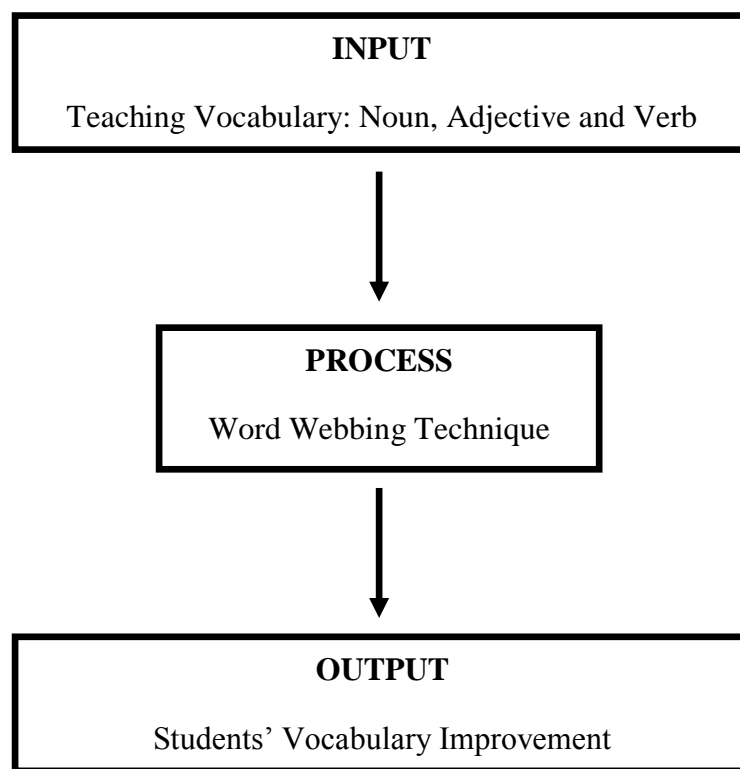


Figure 2.3. : Conceptual Framework

The researcher will teach vocabulary to the eight grade students of SMPN 8 Palopo. The writer teaches vocabulary by using word webbing technique.

Steps on word webbing technique :

- Students are asked to gather around and make a circle form.
- The researcher asks students to think about a topic. Many topics are mentioned by them and the researcher chooses one of them. For example “House”.
- After that researcher makes the students warmed-up. Ask them what they know about house.
- The students mention everything about house include the part of house. This activity makes students to think more and build their idea.
- Then researcher write “house” in center of board and then circle it.
- Researcher asks students to think more about “house”, the students who answer is asked to write his word around the word ”house” then circle it.
- Researcher asks another student to draw a line between the words on the board. After that researcher tells them that line means the relationship of the words.
- Then students explain part of speech (noun, adjective, and verb) from the vocabulary who they write.
- The next activity is the time for each students to make his/her own web maps.
- To make them able to use this technique, the researcher just makes webbing with three levels.

This research applies quasi-experimental method. The students are given vocabulary text. The researcher hopes that word webbing technique can improve the students’ vocabulary.

E. Hypothesis

The hypothesis of the research as formulated as followed:

1. Null Hypothesis (H_0) : Teaching vocabulary by using Word Webbing Technique does not improve the students' English vocabulary.
2. Alternative Hypothesis (H_1) : Teaching vocabulary by using Word Webbing Technique improves the students' English vocabulary.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied quasi-experimental methods, whether the word webbing technique can develop vocabulary especially about the vocabulary of the eighth grade students in SMPN 8 Palopo.

Quasi-experimental method that involves the creation of a comparison group were most often used when it was not possible to randomize individuals or groups to treatment and control groups. This was always the case for ex-post impact evaluation design. Quasi-experimental research involves the manipulation of an independent variable without the random assignment of participant to the conditions or orders of conditions. Among the important types are nonequivalent group designs, pretest-post test, and interrupted time-series designs. Quasi-experimental research eliminates the direction problem because it involves the manipulation of the independent variable. It does not eliminate the problem of confounding variables, however, because it does not involve random assignment to conditions. For these reason, quasi-experimental research was generally higher in internal validity than correlation studied but lower that true experiments.²³

²³ <http://opentextbc.ca/researchmethods/chapter/quasy-experimental-research/>

Table 3.1. Design of the Research

Group	Pre-test	Independent variable	Post-test
E	0_1	X	0_2
C	0_1	-	0_2

Notes:

E : Experimental group 0₁ : Pre-test

C : Control group 0₂ : Post-test

X : Treatments²⁴

B. Variable of the Research

In this research, the researcher classify into two somewhat variable:

1. The independent variable was the use of word webbing technique.
2. The dependent variable was the students' vocabulary

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMPN 8 Palopo. There were nine classes and each class consisted of 31 students. The total number was 279 students.

²⁴John W. Creswell, “Research Design Qualitative & Quantitative Approaches, (Landon New Delhi : Sage Publication International Educational and Professional Publisher Thousand Oaks, 1994) Hal. 132.

2. Sample

The researcher applied purposive sampling technique. In this case, the researcher took two classes as a sample, i.e. VIII 4 and VIII 5 in academic year 2019. The researcher took two classes namely class VIII 4 and VIII 5 because the researcher believed that the students could be representative population and teaching-learning processes in the other classes would not be disturbed by the researcher. There were 62 students (31 students of experimental class and 31 students of control class).

D. Instrument of the Research

The instrument of this research was multiple choices and the number of questions were 25, seven questions for noun, seven questions for adjective, seven questions for verb and four questions for conversation. In this research, the researcher gave a test about vocabulary with pre-test and post-test. The pre-test was used to find out the prior knowledge of the students about vocabulary and the post-test was used to find out the prior knowledge of the students after learning vocabulary by used word webbing technique.

E. Procedure of Collecting Data

The procedure of collected data as this research as follows:

1. Pre-test

The researcher gave pre-test to the students before doing the treatment, which aim to know their basic knowledge about vocabulary. The researcher distributed answer sheet to the students in experimental class and control class.

2. Treatment

The treatments were conducted for four times. The researcher taught in experimental class and control class. The steps on teaching vocabulary were described as follows.

a. Treatment for Experimental Class

❖ First meeting on 25th July 2019

- Students asked to gather around and make a circle form.
- The Researcher asked students to think about a topic. Many topics were mentioned by them and the researcher chose the topic “House”.
- After that researcher made the students warmed-up. Asked them what they know about house.
- The students mention everything about house included the part of house. This activity makes students to think more and build their idea.
- Then researcher wrote “house” in center of board and then circled it.
- Researcher asked students to think more about “house”, the students who answer asked to write his word around the word ”house” then circled it.
- Researcher asked another student to draw a line between the words on the board. After that researcher tells them that line means the relationship of the words.
- Then students explained part of speech (noun, adjective, and verb) from the vocabulary who they wrote.

- The next activity was the time for each student to make his/her own web maps.
- To make them able to use this technique, the researcher just made webbing with three levels.

❖ **Second meeting on 29th July 2019**

- Students asked to gather around and make a circle form.
- The Researcher asked students to think about a topic. Many topics were mentioned by them and the researcher chose the topic “School”.
- After that researcher made the students warmed-up. Asked them what they know about school.
- The students mention everything about school included the part of school. This activity makes students to think more and build their idea.
- Then researcher wrote “school” in center of board and then circled it.
- Researcher asked students to think more about “school”, the students who answer asked to write his word around the word ”school” then circled it.
- Researcher asked another student to draw a line between the words on the board. After that researcher tells them that line means the relationship of the words.
- Then students explained part of speech (noun, adjective, and verb) from the vocabulary who they wrote.
- The next activity was the time for each student to make his/her own web maps.

- To make them able to use this technique, the researcher just made webbing with three levels.

❖ **Third meeting on 1st August 2019**

- Students asked to gather around and make a circle form.
- The Researcher asked students to think about a topic. Many topics were mentioned by them and the researcher chose the topic “Beach”.
- After that researcher made the students warmed-up. Asked them what they know about beach.
- The students mention everything about beach included the part of beach. This activity makes students to think more and build their idea.
- Then researcher wrote “beach” in center of board and then circled it.
- Researcher asked students to think more about “beach”, the students who answer asked to write his word around the word ”beach” then circled it.
- Researcher asked another student to draw a line between the words on the board. After that researcher tells them that line means the relationship of the words.
- Then students explained part of speech (noun, adjective, and verb) from the vocabulary who they wrote.
- The next activity was the time for each student to make his/her own web maps.
- To make them able to use this technique, the researcher just made webbing with three levels.

❖ **Fourth meeting on 5th August 2019**

- Students asked to gather around and make a circle form.
- The Researcher asked students to think about a topic. Many topics were mentioned by them and the researcher chose the topic “Mountain”.
- After that researcher made the students warmed-up. Asked them what they know about mountain.
- The students mention everything about mountain included the part of mountain. This activity makes students to think more and build their idea.
- Then researcher wrote “mountain” in center of board and then circled it.
- Researcher asked students to think more about “mountain”, the students who answer asked to write his word around the word ”mountain” then circled it.
- Researcher asked another student to draw a line between the words on the board. After that researcher tells them that line means the relationship of the words.
- Then students explained part of speech (noun, adjective, and verb) from the vocabulary who they wrote.
- The next activity was the time for each student to make his/her own web maps.
- To make them able to use this technique, the researcher just made webbing with three levels.

b. Treatment for Control Class

❖ **First meeting on 29th July 2019**

- The researcher gave vocabulary about the topic “house” and then the researcher asked to the students one by one to come forward read the vocabulary.

❖ **Second meeting on 31st July 2019**

- The researcher gave vocabulary about the topic “school” and then the researcher asked to the students one by one to come forward read the vocabulary.

❖ **Third meeting on 5th August 2019**

- The researcher gave vocabulary about the topic “beach” and then the researcher asked to the students one by one to come forward read the vocabulary.

❖ **Fourth meeting on 7th August 2019**

- The researcher gave vocabulary about the topic “beach” and then the researcher asked to the students one by one to come forward read the vocabulary.

3. Post-test

After that, the researcher was given post-test to the students. The post-test used to know the result of the students’ vocabulary by used word webbing technique.

F. Technique of Data Analysis

1. Vocabulary test

The data collection analyses used analysis quantitative by used SPSS (Statistic Product Service Solution) 20-computer program. SPSS 20 from computer software/program for process, calculating or analyze data of statistic.

In analyzing data of pre-test, the researcher does the following procedure:

- a.) Analyze the raw data of pre-test and post-test. Each of the students' correct answer got one and the wrong answer got zero.
- b.) Raw score is converting to a set of core maximum of 100, using the following formula.

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency

N = Number of Sample.²⁵

²⁵ L.R Gay and dkk, Education Research, (tenth edition, USA : 1981), P.225

c.) Classifying the score of the students into the following score classification.

Table 3.2. The Classification Score for Test

A	81-100	Very Good
B	61-80	Good
C	41-60	Fair
D	21-40	Poor
E	1-20	Very Poor

d.) Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental and control group by using SPSS statistics version 20 for windows evaluation.²⁶

²⁶ Piet A. Sahertian, "*Konsep dasar dan Teknik Supervisi pendidikan*," (Rineka Cipta, 1 edition, 2000), p.60

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussion.

A. Findings

The findings of the research are show to describe the result of the data that analyzed statically and tabulated data. The comparison between the student score in pretest and posttest, classification percentage of students in pretest and posttest from experimental class and control class.

1. The Analysis of Students' Score of Experimental Class and Control Class

In this part, the researcher reported the result of each class by comparing the pretest and posttest and the result of both groups by comparing the pretest and posttest of both classes.

a. The Students' Score of Experimental Class

In this classification, the researcher presented the percentage of the students pretest and posttest of the experimental class. It showed the students score in the experimental class before giving treatment by using word webbing technique and after the treatment.

Table 4.1. The Rate Percentage of the Students' Pretest and Posttest

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very Good	81-100	1	3%	9	29%
2.	Good	61-80	4	13%	15	48%
3.	Fair	41-60	16	52%	7	23%
4.	Poor	21-40	9	29%	-	0%
5.	Very Poor	1-20	1	3%	-	0%
Total			31	100%	31	100%

Table 4.1 showed that the most of students in experimental class are classified good, fair, poor and very poor before giving the treatment. 1 student or 3% was in very good classification, 4 students or 13% were in good classification, 16 students or 52% were in fair classification, 9 students or 29% were in poor classification, and 1 student or 3% was in very poor classification. After giving the treatment, there were 9 students or 29% were in very good classification, 15 students or 48% were in good classification, 7 students or 23% were in fair classification, and none of them were in poor and very poor classification.

Table 4.2. The Mean Score and Standard Deviation of the Students' Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	31	20	84	51.61	16.210
Post-Test	31	44	96	72.77	13.678
Valid N (listwise)	31				

Table 4.2 showed that there was a difference between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than mean score of pretest ($72.77 > 51.61$). It means that there was an improvement after giving treatment by using Word Webbing Technique. The standard deviation of posttest was lower than the standard deviation of pretest ($13.678 < 16.210$). It means that the score range of posttest was closer than the score range of pretest to the mean score.

Table 4.3 The Paired Sample Test of Experimental Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai	Pre-test -	-21.161	5.580	1.002	-23.208	-19.114	-21.114	30	.000
r 1	Post-test								

Table 4.3 indicates that the statistical hypothesis was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha ($0.00 < 0.05$). It means that there was a statistically significant difference between students' score in pretest and posttest in experimental class after giving treatment by using word webbing technique.

b. The Students' Score of Control Class

The following table was the data obtain from the control class before and after treatment without word webbing technique.

Table 4.4. The Rate Percentage of the Students' Pretest and Posttest

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very Good	81-100	1	3%	1	3%
2.	Good	61-80	5	16%	8	26%
3.	Fair	41-60	17	55%	14	45%
4.	Poor	21-40	7	23%	8	26%
5.	Very Poor	1-20	1	3%	-	0%
Total			31	100%	31	100%

Table 4.4 shows that most of students in control class were classified, very good, good, fair, poor, and very poor. Before giving treatment 1 student or 3% was in very poor classification, 7 students or 23% were in poor classification, 17 students or 55% were in fair classification, 5 students or 16% were in good classification, and 1 student or 3% was in very good classification. After giving the treatment without word webbing technique, some students were still in poor, fair and good classification, 8 students or 26% were in poor classification, 14 students or 45% were in fair classification, 8 students or 26% were in good classification, and 1 student or 3% was in very good classification.

Table 4.5. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	31	20	84	51.74	15.830
Post-Test	31	24	88	53.41	15.372
Valid N (listwise)	31				

Table 4.5 shows that the mean score of posttest was higher than the mean score of pretest of control class ($53.41 > 51.74$) and the standard deviation in posttest was lower than the standard deviation of pretest ($15.372 < 15.830$). It means that there was improvement of the students' score in control class after giving the treatment without word webbing technique.

Table 4.6 The Paired Sample Test of Control Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-1.677	3.228	.579	-2.861	-.493	-2.892	30	.007

Table 4.6 indicates that probability value was higher than alpha ($.007 > 0.05$). It means that there was no significant improvement of the students' score in control class after giving the treatment without word webbing technique.

c. The Calculating of Pretest of T-Test Experiment Class and Control Class.

Table 4.7. The Paired Sample Test of Both Classes

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Exp - PreTest Control	-.129	23.426	4.207	-8.721	8.463	-.031	30	.976

Based on the table 4.7 above, the researcher conclude that the probability value is higher than alpha (α) ($0.976 > 0.05$). It means that H_1 was rejected and H_0 is accepted. It is concluded that there was no significant difference before treatment in experimental class and control class.

d. The Calculating of Posttest of T-Test Experiment Class and Control Class.

Table 4.8. The Paired Sample Test of Both Classes

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - Exp - PreTest Control	19.354	22.321	4.009	11.167	27.542	4.828	30	.000

Table 4.8 above showed that the probability value is lower than alpha (α) ($0.00 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference after treatment in experimental class and control class. It could be stated that using Word Webbing Technique improves students' vocabulary.

e. Students' Score Achievement.

Table 4.9. Vocabulary Achievement Students'

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Responden	31	31	31	31
Mean	51.61	51.74	72.77	53.41
SD	16.210	15.830	13.678	15.372

Table 4.9 showed that the total number of respondents for each group which experimental class 31 students and control class 31 students. The mean score and standard deviation showed difference in pretest and posttest to both classes.

From the data showed in table 4.9, the mean score pretest of experimental class and control class was statistically the same before giving the treatment. After giving the treatment, the posttest score of both classes, experimental and control classes showed a difference mean score.

B. Discussion

The discussion deals with argument and further interpretation of the research findings in students' score both pretest and posttest results of experimental and control classes.

Based on the result of the data from the pretest experiment class some students show that before giving treatment 1 student was in very good classification, 4 students were in good classification, 16 students were in fair classification, 9 students were in poor classification, and 1 student was in very poor classification. After giving the treatment (word webbing technique), the result of the posttest experiment class of 9 students were in very good classification, 15 students were in good classification, 7 students were in fair classification, and none of them were in poor and very poor classification.

Based on the result of the data from the pretest control class several students showed that before giving treatment, 1 student was in very poor classification, 7 students were in poor classification, 17 students were in fair classification, 5 students were in good classification, and 1 student was in very good classification. After giving the treatment (without word webbing technique), the result of the posttest control class of 8 students were in poor classification, 14 students were in fair classification, 8 students were in good classification, and 1 student was in very good classification.

Based on result of the data analysis above shows that use word webbing technique improves students' vocabulary in posttest, it can be seen on the previous table after giving treatments continually (word webbing) the mean score

students' experimental class was 72.77 while students' control class was teaching without using word webbing was 53.41. It means that after giving treatment using word webbing technique is better than teaching without using word webbing technique.

In this case, word webbing technique could interest the students in learning vocabulary. Based on the research that had been conducted, the researcher found that word webbing technique in teaching vocabulary could make the students motivate to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier to remember about vocabularies because in learning vocabulary using word webbing technique students can think more creatively to expand ideas or words more easily. It evidence that word webbing technique could help the students to learn vocabulary.

In this research, the vocabulary test was given to the students that still have basic for English they are the classes of VIII.4 and VIII.5 at SMPN 8 Palopo. Besides opportunity after did this research, the researcher also found some problems in their classes such as:

1. The students still had difficulties in answer the question about part of speech (noun, verb and adjective), for examples (finds, jealous, afraid, soap, plate, famous, climb and so on because the students did not understand the meaning of vocabulary.
2. There is a problem with class management, some students were noisy, disturb their friends and the students also did not listen to the researcher's.

It has been discussed in Chapter II that word webbing is a way to help the students to think more creative to associate idea or words more easily so that students can improve vocabulary. Manik (2013), said that word webbing technique is significantly improved students' vocabulary achievement.²⁷ Besides that, M. Stone (2002) said that word webbing is a tool in concept development and information exchange. By using it, the students are motivated to be creative because they are free to create new ideas and put in on the piece of paper and become a writing product.

In fact, teaching vocabulary by using word webbing technique at SMPN 8 Palopo, the students got significant improvement in their score of vocabulary. Therefore, it could be stated that word webbing technique in teaching learning of vocabulary have solved the students' vocabulary problem and improve the students' vocabulary for the eighth grade students of SMPN 8 Palopo.

²⁷ Sondang Manik, (2013), "*The Use of Word Webbing Technique for Vocabulary Achievement of Husbandry English Class*", <http://akademik.uhn.ac.id>, Accessed on 9 May 2019

BAB V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first deals with the conclusions of the findings, and the second part deals with suggestions.

A. Conclusion

The researcher concluded that the use of word webbing technique improve students vocabulary at the eighth grade students in SMPN 8 Palopo. Based on the result of pretest and posttest experimental class, the mean score pretest is 51,61 and the mean score of posttest is 72,77 the result of pretest and posttest control class, the mean score pretest is 51,74 and the mean score of posttest is 53,41. It concluded that there was significant difference in teaching vocabulary before and after using word webbing technique. Therefore, by using word webbing technique improve students' vocabulary of the eighth grade students of SMPN 8 Palopo.

B. Suggestion

Relation to the conclusion above, the researcher would like to suggest the following points:

1. The teaching vocabulary, the teacher should use some techniques or methods and ways to attract the students' attention to learn vocabulary such as word webbing technique in order to encourage their motivation.
2. The researcher suggests to the English teacher to be more creative in presenting materials in teaching vocabulary as one alternative among other teaching methods because it help the students to be more interested, active, and enjoyable in learning.

3. For the students, the use word webbing technique can improve students' vocabulary. Therefore, the researcher suggest to English teacher especially in SMPN 8 Palopo to use word webbing technique in teaching vocabulary.
4. This research will be a useful information and contribution for the next researcher especially about students' comprehension and reference in vocabulary.
5. For the next researchers who want to use word webbing technique, it would be better if the next researcher is conducted in longer period.

Finally, the researcher realized that this thesis is far from being perfect and because of that constructive critic and advises are really expect for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers will have more information about interactive activities technique. This research can be of the reference for the next the researcher in concluding other researcher with more detailed information about interactive activities to improve student's vocabulary.

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A P P E N D I X

Experimental Class

Pre Test

	Frequency	Percent	Valid Percent	Cumulative Percent
20.00	1	3.2	3.2	3.2
28.00	2	6.5	6.5	9.7
32.00	4	12.9	12.9	22.6
40.00	3	9.7	9.7	32.3
48.00	3	9.7	9.7	41.9
52.00	3	9.7	9.7	51.6
56.00	1	3.2	3.2	54.8
60.00	9	29.0	29.0	83.9
68.00	1	3.2	3.2	87.1
72.00	1	3.2	3.2	90.3
76.00	1	3.2	3.2	93.5
80.00	1	3.2	3.2	96.8
84.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Post Test

	Frequency	Percent	Valid Percent	Cumulative Percent
44.00	1	3.2	3.2	3.2
48.00	1	3.2	3.2	6.5
52.00	2	6.5	6.5	12.9
56.00	2	6.5	6.5	19.4
60.00	1	3.2	3.2	22.6
64.00	2	6.5	6.5	29.0
68.00	3	9.7	9.7	38.7
72.00	2	6.5	6.5	45.2
76.00	4	12.9	12.9	58.1
80.00	4	12.9	12.9	71.0
84.00	4	12.9	12.9	83.9
88.00	3	9.7	9.7	93.5
92.00	1	3.2	3.2	96.8
96.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Control Class

Pre Test

	Frequency	Percent	Valid Percent	Cumulative Percent
20.00	1	3.2	3.2	3.2
28.00	3	9.7	9.7	12.9
32.00	2	6.5	6.5	19.4
36.00	1	3.2	3.2	22.6
40.00	1	3.2	3.2	25.8
44.00	2	6.5	6.5	32.3
48.00	2	6.5	6.5	38.7
52.00	5	16.1	16.1	54.8
60.00	8	25.8	25.8	80.6
64.00	2	6.5	6.5	87.1
72.00	2	6.5	6.5	93.5
80.00	1	3.2	3.2	96.8
84.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Post Test

	Frequency	Percent	Valid Percent	Cumulative Percent
24.00	1	3.2	3.2	3.2
28.00	1	3.2	3.2	6.5
32.00	3	9.7	9.7	16.1
36.00	1	3.2	3.2	19.4
40.00	2	6.5	6.5	25.8
44.00	1	3.2	3.2	29.0
48.00	3	9.7	9.7	38.7
56.00	7	22.6	22.6	61.3
60.00	3	9.7	9.7	71.0
64.00	5	16.1	16.1	87.1
68.00	1	3.2	3.2	90.3
76.00	1	3.2	3.2	93.5
80.00	1	3.2	3.2	96.8
88.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

RESEARCH INSTRUMENT

“Improving Students’ Vocabulary Skill through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo”

Item : Pre-Test

Name :

Class :

Petunjuk pengerjaan soal!

1. Instrument penelitian ini adalah alat yang dipergunakan untuk mengetahui kemampuan siswa untuk meningkatkan kemampuan pemahaman dalam membaca terhadap bacaan yang di berikan
2. Hasil tes ini tidak akan mempengaruhi nilai siswa dalam mata pelajaran bahasa inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan, dan kerjasamanya peneliti mengucapkan banyak terima kasih.
4. Isilah identitas anda sesuai dengan kotak yang sediakan.
5. Anda diberi waktu selama 45 menit untuk mengerjakan tes ini.

A. Choose the correct answer by crossing the right answer!

1. My Mother is a nurse. She works in AT Medica Palopo hospital, she the patient.
a. Thinks
b. Ignores
c. Helps
d. Finds
2. I cannot hear anything since my are sick.
a. Nose
b. Ears
c. Mouth
d. Eyes
3. My parents will be, if I am smart.
a. Happy
b. Angry
c. Jealous
d. Afraid
4. Supri likes a comic.
a. Speaking
b. Listening
c. Writing
d. Reading
5. Risda is a person who helps sick people. She is
a. Police
b. Pilot
c. Artist
d. Doctor
6. My mother will be angry, if I am ...

- a. Smart
 - b. Naughty
 - c. Diligent
 - d. Famous
7. They are a film on RCTI, now.
- a. Watch
 - b. Watching
 - c. Run
 - d. Running
8. Mr. Azhar is ... He teaches English in our class. Every students love him.
- a. Ugly teacher
 - b. Arrogant teacher
 - c. Emotional teacher
 - d. Good teacher
9. Clever is an ...
- a. Verb
 - b. Noun
 - c. Adjective
 - d. Adverb
10. John ... to school by motorcycle every day.
- a. Go
 - b. Going
 - c. Goes
 - d. Gone
11. Table is a ...
- a. Verb
 - b. Noun
 - c. Adjective
 - d. Adverb
12. Something that you can feel in your kitchen?
- a. Hungry
 - b. Dangerous
 - c. Asleep
 - d. Shy
13. Which one includes the *verb* below?
- a. Book
 - b. Lazy
 - c. Crazy
 - d. Work
14. Which one includes the *noun* below?
- a. Play
 - b. Smart
 - c. Eraser
 - d. Diligent
15. Which one includes the *Adjective* below?
- a. Eat
 - b. Home
 - c. Pen
 - d. Clean
16. Study is a ...
- a. Verb
 - b. Noun
 - c. Adjective
 - d. Adverb
17. Something that you can find in your bathroom?
- a. Book
 - b. Glass
 - c. Soap
 - d. Pillow
18. Ariana is ... girl, so many boys like her.
- a. Beautiful
 - b. Crazy
 - c. Bad
 - d. Busy
19. Something that you can do it in your bedroom?
- a. Sleep
 - c. Jogging

- b. Shopping
d. wash
20. The ... fly on the trees.
a. Cow
b. Bird
c. Chicken
d. Penguin
21. Rina is a ... student, so she gets first rank in the school.
a. Boring
b. Smart
c. Big
d. Stupid
22. Sinta : Can I borrow your book?
Vira : Sure, here it is.
Sinta : Thanks
Vira : ...
a. Don't mention it
b. I am sorry
c. Thank you
d. It is ok
23. Teacher : Doni, did you break the vase?
Doni : Yes, Ma'am. I am so sorry.
Teacher : ...
a. I am sorry too
b. You are welcome
c. Don't mention it
d. That's all right
24. Father : Boy, open the window please!
Boy : ...
a. Thank you, Dad
b. Ok, Dad
c. I am sorry, Dad
d. Don't mention it
25. Vera : Do you like sport?
John : ...
Vera : What kind of sport do you like?
John : I am very fond of playing badminton.
a. Yes, I am
b. No, I don't
c. Yes, I really like it
d. No, I can't stand it

“Improving Students’ Vocabulary Skill through Word Webbing Technique at the Eighth Grade Students of SMPN 8 Palopo”

Class :

1. Instrumen penelitian ini adalah alat yang dipergunakan untuk mengetahui kemampuan siswa untuk meningkatkan kemampuan pemahaman dalam membaca terhadap bacaan yang di berikan
2. Hasil tes ini tidak akan mempengaruhi nilai siswa dalam mata pelajaran bahasa inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan, dan kerjasamanya peneliti mengucapkan banyak terima kasih.
4. Isilah identitas anda sesuai dengan kotak yang sediakan.
5. Anda diberi waktu selama 45 menit untuk mengerjakan tes ini.

1. My Brother is a teacher. He works in SMPN 8 Palopo. He the students.
 - a. Teaches
 - b. Study
 - c. Work
 - d. Finds
2. I cannot see anything since my are sick.
 - a. Nose
 - b. Mouth
 - c. Ears
 - d. Eyes
3. My parents will be, if I am success.
 - a. Happy
 - b. Jealous
 - c. Angry
 - d. Afraid
4. Sakinah likes to the music.
 - a. Speaking
 - b. Writing
 - c. Listening
 - d. Reading
5. Pai is a person who sometimes catches criminals. He is a
 - a. Police
 - b. Artist
 - c. Pilot
 - d. Doctor
6. My father will be afraid, if I am ...
 - a. Diligent
 - b. Success

- b. Happy
d. Sick
7. They are a movie on the cinema, now.
c. Watch
d. Watching
c. Run
d. Running
8. I like study English because is fun and the teacher Mr. Azhar is a ...
a. Ugly teacher
b. Bad teacher
c. Emotional teacher
d. Good teacher
9. Famous is an ...
a. Verb
b. Noun
c. Adjective
d. Adverb
10. Kiki ... two dogs in Pet shop
a. Buy
b. Buys
c. Give
d. Gives
11. Television is a ...
a. Verb
b. Noun
c. Adjective
d. Adverb
12. Something that you can feel in your beach ...
a. Fresh
b. Dirty
c. Boring
d. Dangerous
13. Which one includes the *verb* below?
a. Pen
b. Lazy
c. Beautiful
d. Play
14. Which one includes the *noun* below?
a. Work
b. Hones
c. Glass
d. Jealous
15. Which one includes the *Adjective* below?
a. Whiteboard
b. Play
c. Work
d. Clean
16. Watch is a ...
a. Verb
b. Noun
c. Adjective
d. Adverb
17. Something that you can find in your bedroom ...
a. Soap
b. Plate
c. Pillow
d. Shoes
18. Akbar is ... boy, so many girls like him.
a. Handsome
b. Beautiful
c. Bad
d. Crazy
19. Something that you can do it in your bedroom?
a. Sleep
b. Shopping
c. Jogging
d. wash

20. Chris John is an Indonesian athlete. He is the best athlete ...
a. Tennis
b. Boxing
c. Badminton
d. Football
21. Rahmat is a students, so he gets the last rank in the school.
a. Boring
b. Smart
c. Big
d. Stupid
22. Diah : I am so ... I broke your glasses.
Susi : That is ok.
a. Happy
b. Glad
c. Nice
d. Sorry
23. Mother : Doni, did you break the vase?
Santi : Yes, Ma'am. I am so sorry.
Mother : ...
c. I am sorry too
d. You are welcome
c. Don't mention it
d. That's all right
24. Father : Boy, open the door please!
Boy : ...
c. Thank you, Dad
d. Ok, Dad
c. I am sorry, Dad
d. Don't mention it
25. Tasya : Do you like sport?
Alex : ...
Tasya : What kind of sport do you like?
John : I am very fond of playing football.
c. Yes, I am
d. No, I don't
c. Yes, I really like it
d. No, I can't stand it

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experiment Class

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : Parts of the House
Alokasi Waktu : 2 x 40 menit
Pertemuan : 1st

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan .
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- House

- Describe the Topic

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ First meeting

- Siswa diminta untuk berkumpul dan membuat bentuk lingkaran
- Guru meminta siswa untuk memikirkan suatu topic. Banyak topic yang disebutkan oleh mereka dan guru memilih topic “house”
- Setelah itu guru membuat para siswa melakukan pemanasan. Tanyakan kepada mereka apa yang mereka ketahui tentang house.
- Para siswa menyebutkan segala hal tentang rumah termasuk bagian” dari rumah. Kegiatan ini membuat siswa lebih banyak berfikir dan membangun ide mereka.
- Kemudian guru menulis “house” ditengah papan dan kemudian melingkari itu.
- Guru meminta siswa untuk lebih memikirkan “house” siswa yang menjawab diminta untuk menulis kata katanya disekitar kata “house” kemudian lingkari.itu.
- Guru meminta siswa lain untuk menarik garis diantara kata-kata di papan tulis. Setelah itu guru memberi tahu mereka bahwa garis itu berarti hubungan kata kata.
- Kemudian siswa menjelaskan kelas kata dari kosakata yang mereka tulis.
- Kegiatan selanjutnya adalah waktu bagi siswa untuk membuat peta web sendiri.
- Untuk membuat mereka dapat menggunakan teknik ini guru hanya membuat anyaman dengan tiga levels.

KegiatanAkhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1

- b. Jumlah skor maksimal 10x10 soal = 100

- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
1. Kemampuan siswa dalam menerima pembelajaran a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada b. Siswa mampu menyimak materi pelajaran yang diberikan c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 2. Kemampuan siswa dalam menyelesaikan tugas kelompok a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “Bahasa Inggris”
- b. whiteboard
- c. marker
- d. dictionary

Palopo,

2019

The Researcher

Ashar

15-0202-0064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : School
Alokasi Waktu : 2 x 40 menit
Pertemuan : 2nd

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- School

- Describe the Topic

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ Second meeting

- Siswa diminta untuk berkumpul dan membuat bentuk lingkaran
- Guru meminta siswa untuk memikirkan suatu topic. Banyak topic yang disebutkan oleh mereka dan guru memilih topic “school”
- Setelah itu guru membuat para siswa melakukan pemanasan. Tanyakan kepada mereka apa yang mereka ketahui tentang school.
- Para siswa menyebutkan segala hal tentang school termasuk bagian” dari school. Kegiatan ini membuat siswa lebih banyak berfikir dan membangun ide mereka.
- Kemudian guru menulis “school” ditengah papan dan kemudian melingkari itu.
- Guru meminta siswa untuk lebih memikirkan “school” siswa yang menjawab diminta untuk menulis kata katanya disekitar kata “school” kemudian lingkari.itu.
- Guru meminta siswa lain untuk menarik garis diantara kata-kata di papan tulis. Setelah itu guru memberi tahu mereka bahwa garis itu berarti hubungan kata kata.
- Kemudian siswa menjelaskan kelas kata dari kosakata yang mereka tulis.
- Kegiatan selanjutnya adalah waktu bagi siswa untuk membuat peta web sendiri.
- Untuk membuat mereka dapat menggunakan teknik ini guru hanya membuat anyaman dengan tiga levels.

KegiatanAkhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1

- b. Jumlah skor maksimal 10x10 soal = 100

- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
1. Kemampuan siswa dalam menerima pembelajaran a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada b. Siswa mampu menyimak materi pelajaran yang diberikan c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 2. Kemampuan siswa dalam menyelesaikan tugas kelompok a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “Bahasa Inggris”
- b. whiteboard
- c. marker
- d. dictionary

Palopo,

2019

The Researcher

Ashar

15-0202-0064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : Beach
Alokasi Waktu : 2 x 40 menit
Pertemuan : 3rd

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Beach

- Describe the Topic

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ Third meeting

- Siswa diminta untuk berkumpul dan membuat bentuk lingkaran
- Guru meminta siswa untuk memikirkan suatu topic. Banyak topic yang disebutkan oleh mereka dan guru memilih topic “beach”
- Setelah itu guru membuat para siswa melakukan pemanasan. Tanyakan kepada mereka apa yang mereka ketahui tentang beach.
- Para siswa menyebutkan segala hal tentang beach termasuk bagian” dari beach. Kegiatan ini membuat siswa lebih banyak berfikir dan membangun ide mereka.
- Kemudian guru menulis “beach” ditengah papan dan kemudian melingkari itu.
- Guru meminta siswa untuk lebih memikirkan “beach” siswa yang menjawab diminta untuk menulis kata katanya disekitar kata “beach” kemudian lingkari itu.
- Guru meminta siswa lain untuk menarik garis diantara kata-kata di papan tulis. Setelah itu guru memberi tahu mereka bahwa garis itu berarti hubungan kata kata.
- Kemudian siswa menjelaskan kelas kata dari kosakata yang mereka tulis.
- Kegiatan selanjutnya adalah waktu bagi siswa untuk membuat peta web sendiri.
- Untuk membuat mereka dapat menggunakan teknik ini guru hanya membuat anyaman dengan tiga levels.

KegiatanAkhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1

- b. Jumlah skor maksimal 10x10 soal = 100

- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
1. Kemampuan siswa dalam menerima pembelajaran a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada b. Siswa mampu menyimak materi pelajaran yang diberikan c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 2. Kemampuan siswa dalam menyelesaikan tugas kelompok a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “Bahasa Inggris”
- b. whiteboard
- c. marker
- d. dictionary

Palopo,

2019

The Researcher

Ashar

15-0202-0064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : Mountain
Alokasi Waktu : 2 x 40 menit
Pertemuan : 4th

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Mountain

- Describe the Topic

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ Fourth meeting

- Siswa diminta untuk berkumpul dan membuat bentuk lingkaran
- Guru meminta siswa untuk memikirkan suatu topic. Banyak topic yang disebutkan oleh mereka dan guru memilih topic “mountain”
- Setelah itu guru membuat para siswa melakukan pemanasan. Tanyakan kepada mereka apa yang mereka ketahui tentang mountain.
- Para siswa menyebutkan segala hal tentang mountain termasuk bagian” dari mountain. Kegiatan ini membuat siswa lebih banyak berfikir dan membangun ide mereka.
- Kemudian guru menulis “mountain” ditengah papan dan kemudian melingkari itu.
- Guru meminta siswa untuk lebih memikirkan “mountain” siswa yang menjawab diminta untuk menulis kata katanya disekitar kata “mountain” kemudian lingkari itu.
- Guru meminta siswa lain untuk menarik garis diantara kata-kata di papan tulis. Setelah itu guru memberi tahu mereka bahwa garis itu berarti hubungan kata kata.
- Kemudian siswa menjelaskan kelas kata dari kosakata yang mereka tulis.
- Kegiatan selanjutnya adalah waktu bagi siswa untuk membuat peta web sendiri.
- Untuk membuat mereka dapat menggunakan teknik ini guru hanya membuat anyaman dengan tiga levels.

KegiatanAkhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1

- b. Jumlah skor maksimal 10x10 soal = 100

- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
1. Kemampuan siswa dalam menerima pembelajaran a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada b. Siswa mampu menyimak materi pelajaran yang diberikan c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 2. Kemampuan siswa dalam menyelesaikan tugas kelompok a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “Bahasa Inggris”
- b. whiteboard
- c. marker
- d. dictionary

Palopo,

2019

The Researcher

Ashar

15-0202-0064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : House
Alokasi Waktu : 2 x 40 menit
Pertemuan : 1st

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan .
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- About House

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ **First meeting**

- Peneliti memberikan kosakata mengenai topic “house” kepada siswa kemudian peneliti meminta siswa untuk maju kedepan membacakan kosakata tersebut.

Kegiatan Akhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1
- b. Jumlah skor maksimal 10x10 soal = 100
- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{—————}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
3. Kemampuan siswa dalam menerima pembelajaran d. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada e. Siswa mampu menyimak materi pelajaran yang diberikan f. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 4. Kemampuan siswa dalam menyelesaikan tugas kelompok d. Siswa bersikap aktif dalam menyelesaikan tugas kelompok e. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok f. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang, 2 = kurang konsisten, 3 = mulai konsisten

4 = konsisten, 5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

a. Buku teks “Bahasa Inggris,

b. whiteboard

c. marker,

d. dictionary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : School
Alokasi Waktu : 2 x 40 menit
Pertemuan : 2nd

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- About School

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ **Second meeting**

- Peneliti memberikan kosakata mengenai topic “school” kepada siswa kemudian peneliti meminta siswa untuk maju kedepan membacakan kosakata tersebut.

Kegiatan Akhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1
- b. Jumlah skor maksimal 10x10 soal = 100
- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{—————}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
3. Kemampuan siswa dalam menerima pembelajaran d. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada e. Siswa mampu menyimak materi pelajaran yang diberikan f. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 4. Kemampuan siswa dalam menyelesaikan tugas kelompok d. Siswa bersikap aktif dalam menyelesaikan tugas kelompok e. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok f. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang, 2 = kurang konsisten, 3 = mulai konsisten

4 = konsisten 5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

a. Buku teks “Bahasa Inggris”,

b. whiteboard

c. marker

d. dictionary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : Beach
Alokasi Waktu : 2 x 40 menit
Pertemuan : 3rd

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- About Beach

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ Third meeting

- Peneliti memberikan kosakata mengenai topic “beach” kepada siswa kemudian peneliti meminta siswa untuk maju kedepan membacakan kosakata tersebut.

KegiatanAkhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1
- b. Jumlah skor maksimal 10x10 soal = 100
- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{—————}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
3. Kemampuan siswa dalam menerima pembelajaran d. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada e. Siswa mampu menyimak materi pelajaran yang diberikan f. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 4. Kemampuan siswa dalam menyelesaikan tugas kelompok d. Siswa bersikap aktif dalam menyelesaikan tugas kelompok e. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok f. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang 2 = kurang konsisten 3 = mulai konsisten

4 = konsisten 5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

a. Buku teks “Bahasa Inggris”

b. whiteboard

c. marker

d. dictionary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : VIII / 1
Materi Pokok : Mountain
Alokasi Waktu : 2 x 40 menit
Pertemuan : 4th

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- About Mountain

F. Metode Pembelajaran

- Word webbing

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5 Menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Kegiatan Inti (65 Menit)

❖ **Fourth meeting**

- Peneliti memberikan kosakata mengenai topic “Mountain” kepada siswa kemudian peneliti meminta siswa untuk maju kedepan membacakan kosakata tersebut.

Kegiatan Akhir (10 Menit)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1
- b. Jumlah skor maksimal 10x10 soal = 100
- c. Nilai maksimal = 100

Skor Perolehan

Nilai Siswa = $\frac{\text{—————}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Rubric penilaian portofolio

Uraian	Skor
3. Kemampuan siswa dalam menerima pembelajaran d. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada e. Siswa mampu menyimak materi pelajaran yang diberikan f. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada 4. Kemampuan siswa dalam menyelesaikan tugas kelompok d. Siswa bersikap aktif dalam menyelesaikan tugas kelompok e. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok f. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya	

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

a. Buku teks “Bahasa Inggris”

b. whiteboard

c. marker

d. dictionary

Palopo,

2019

The Researcher

Ashar

15-0202-0064

Experiment Class



(Pre-Test)



(The Researcher explain about Word Webbing Technique)



(The researcher write (about topic) in center of board and then circle it.)



(Post-Test)

Control Class



(Pre-Test)



(The researcher asked to the students one by one to come forward reading the vocabulary)



(One by one the students to come forward and take turns reading the vocabulary)



(Post-Test)